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ABSTRACT

This document, which is intended for use by community and junior colleges throughout Mississippi, contains curriculum frameworks for the course sequences in the child development technology programs cluster. Presented in the introductory section are a description of the program and suggested course sequence. Section I lists baseline competencies, and section II consists of outlines for each of the following courses in the sequence: child care profession; art for preschool children; infant and toddler development; music/movement for preschool children; child growth and development; child nutrition and health care; language arts for preschool children; guiding social and emotional behavior; methods and materials; technical practicum I; atypical child development; technical practicum II; social studies, math, and science for preschool children; and administration of preschool programs. Each course outline contains some/all of the following: course name and abbreviation; course classification; course description; prerequisites; and competencies and suggested objectives. Recommended tools and equipment are listed in section III. Appended are lists of related academic topics and workplace skills for the 21st century and student competency profile. (YLB)

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Mississippi Curriculum Framework for Child Development Technology

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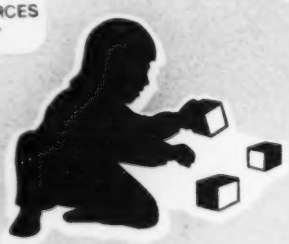

Postsecondary Vocational and Technical Education 1995

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CURRICULUM FRAMEWORK

FOR

POSTSECONDARY CHILD DEVELOPMENT TECHNOLOGY PROGRAMS

(CIP: 20.0201 - Child Care & Guidance Workers & Mgr)

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FOREWORD

In order to survive in today's global economy, businesses and industries have had to adopt new practices and procedures. Total quality management, statistical process control, participatory management, and other concepts of high performance work organizations are practices by which successful companies survive. Employers now expect their employees to be able to read, write, and communicate effectively; solve problems and make decisions; and interact with the technologies that are prevalent in today's workplace. Vocational-technical education programs must also adopt these practices in order to provide graduates who can enter and advance in the changing work world.

The curriculum framework in this document reflect these changes in the workplace and a number of other factors that impact on local vocational-technical programs. Federal and state legislation calls for articulation between high school and community college programs, integration of academic and vocational skills, and the development of sequential courses of study that provide students with the optimum educational path for achieving successful employment. National skills standards, developed by industry groups and sponsored by the U. S. Departments of Education and Labor, provide vocational educators with the expectations of employers across the United States. All of these factors are reflected in the framework found in this document.

Each postsecondary program of instruction consists of a program description and a suggested sequence of courses which focus on the development of occupational competencies. Each vocational-technical course in this sequence has been written using a common format which includes the following components:

- Course Name - A common name that will be used by all community/junior colleges in reporting students.
- Course Abbreviation - A common abbreviation that will be used by all community/junior colleges in reporting students.
- Classification - Courses may be classified as:
  - Vocational-technical core - A required vocational-technical course for all students.
  - Vocational-technical elective - An elective vocational-technical course.
  - Related academic course - An academic course which provides academic skills and knowledge directly related to the program area.
  - Academic core - An academic course which is required as part of the requirements for an Associate degree.
- Description - A short narrative which includes the major purpose(s) of the course and the recommended number of hours of lecture and laboratory activities to be conducted each week during a regular semester.

- Prerequisites - A listing of any prerequisite courses that must be taken prior to or on enrollment in the course.
- Competencies and Suggested Objectives - A listing of the competencies (major concepts and performances) and of the suggested student objectives that will enable students to demonstrate mastery of these competencies.

The following guidelines were used in developing the program(s) in this document and should be considered in compiling and revising course syllabi and daily lesson plans at the local level:

- The content of the courses in this document reflects approximately 75 percent of the time allocated to each course. For example, in a four semester hour course consisting of 30 hours lecture and 120 hours of laboratory activities, approximately 22 hours of lecture and 90 hours of lab should be taken by the competencies and suggested objectives identified in the course framework. The remaining 25 percent of each course should be developed at the local district level and may reflect:
  - Additional competencies and objectives within the course related to topics not found in the State framework, including activities related to specific needs of industries in the community college district.
  - Activities which develop a higher level of mastery on the existing competencies and suggested objectives.
  - Activities and instruction related to new technologies and concepts that were not prevalent at the time the current framework was developed/revised.
  - Activities which implement components of the Mississippi Tech Prep initiative, including integration of academic and vocational-technical skills and coursework, school-to-work transition activities, and articulation of secondary and postsecondary vocational-technical programs.
  - Individualized learning activities, including worksite learning activities, to better prepare individuals in the courses for their chosen occupational area.

- Sequencing of the course within a program is left to the discretion of the local district. Naturally, foundation courses related to topics such as safety, tool and equipment usage, and other fundamental skills should be taught first. Other courses related to specific skill areas and related academics, however, may be sequenced to take advantage of seasonal and climatic conditions, resources located outside of the school, and other factors.

- Programs that offer an Associate of Applied Science degree must include a minimum 15 semester credit hour academic core. Specific courses to be taken within this core are to be determined by the local district. Minimum academic core courses are as follows:

- 3 semester credit hours Math/Science Elective
- 3 semester credit hours Written Communications Elective
- 3 semester credit hours Oral Communications Elective
- 3 semester credit hours Humanities/Fine Arts Elective
- 3 semester credit hours Social/Behavioral Science Elective

It is recommended that courses in the academic core be spaced out over the entire length of the program, so that students complete some academic and vocational-technical courses each semester. Each community/junior college has the discretion to select the actual courses that are required to meet this academic core requirement.

- In instances where secondary programs are directly related to community and junior college programs, competencies and suggested objectives from the high school programs are listed as Baseline Competencies. These competencies and objectives reflect skills and knowledge that are directly related to the community and junior college vocational-technical program. In adopting the curriculum framework, each community and junior college is asked to give assurances that:
  - students who can demonstrate mastery of the Baseline Competencies do not receive duplicate instruction, and
  - students who cannot demonstrate mastery of this content will be given the opportunity to do so.

- The roles of the Baseline Competencies are to:
  - Assist community/junior college personnel in developing articulation agreements with high schools, and
  - Ensure that all community and junior college courses provide a higher level of instruction than their secondary counterparts

- The Baseline Competencies may be taught as special "Introduction" courses for 3-6 semester hours of institutional credit which will not count toward Associate degree requirements. Community and junior colleges may choose to integrate the Baseline Competencies into ongoing courses in lieu of offering the "Introduction" courses or may offer the competencies through special projects or individualized instruction methods.

- Technical elective courses have been included to allow community colleges and students to customize programs to meet the needs of industries and employers in their area.

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CHILD DEVELOPMENT TECHNOLOGY

PROGRAM DESCRIPTION

The program provides preparation for paid employment in occupations in child care and guidance at entry, assistant, and management levels. Instructional programs include classroom instruction and supervised laboratory/collaborative center or work experience. Students should develop competencies which enable them to provide services, to teach, and to guide preschool children as related to various child care occupations. Included is the study of:

- child growth and development (birth - 12 years)
- learning experiences for children
- behavior guidance
- cultural diversity
- health/nutrition and safety
- program planning and management
- parent/child/center relationships
- child abuse and neglect
- regulations and policies relating to child care services
- interpersonal relationships and laws
- physical motor development/activity
- early intervention

Jobs are available for workers in public, private, or parochial child care programs, including those in:

- industrial/institutional centers
- other child care facilities which serve children of all socioeconomic levels and abilities
- recreational centers

Job titles include, but are not limited to:

- child care services manager
- preschool teacher
- child care giver
- family day care provider
- nanny professional
- home visitor/educator
- foster care parent
- school age care giver
- activity director for elder care center

The Child Development Technology curriculum is a two-year program of study which requires a minimum of 68 semester hours of courses. These minimum course requirements are 18 semester hours of general education and 50 semester hours of child care and guidance management courses. Suggested levels are optional. Successful completion of the Child Development Technology curriculum results in the student's being awarded an Associate in Applied Science degree.

CHILD DEVELOPMENT TECHNOLOGY

SUGGESTED COURSE SEQUENCE*

Baseline Competencies for Child Development Technology**

FIRST YEAR

4 sch	Child Care Profession (CDT 1114)	4 sch	Child Growth and Development (CDT 1224)
3 sch	Art for Preschool Children (CDT 1313)	4 sch	Child Nutrition and Health Care (CDT 1514)
4 sch	Infant and Toddler Development (CDT 1214)	3 sch	Language Arts for Preschool Children (CDT 1333)
3 sch	Music/Movement for Preschool Children (CDT 1323)	3 sch	Written Communications II Elective (District option)
3 sch	Written Communications Elective	3 sch	Fine Arts/Humanities Elective
17 sch		17sch	

SECOND YEAR

3 sch	Guiding Social and Emotional Behavior (CDT 2233)	5 sch	Technical Practicum II (CDT 2925)
3 sch	Methods and Materials (CDT 2613)	3 sch	Social Studies, Math, and Science for Preschool Children (CDT 2713)
5 sch	Technical Practicum I (CDT 2915)	3 sch	Administration of Preschool Programs (CDT 2813)
3 sch	Atypical Child Development (CDT 2413)	3 sch	Oral Communication Elective
3 sch	Math/Natural Science Elective	3 sch	Social/Behavioral Science Elective
17 sch		17 sch	

* Students who lack entry level skills in math, English, science, etc., will be provided related studies.

- Baseline competencies are taken from the high school Child Care and Guidance Management and Services program. Students who can document mastery of these competencies should not receive duplicate instruction. Students who cannot demonstrate mastery will be required to do so.

SECTION I:

BASELINE COMPETENCIES

BASELINE COMPETENCIES FOR POSTSECONDARY CHILD DEVELOPMENT TECHNOLOGY

The following competencies and suggested objectives are taken from the publication *Mississippi Curriculum Framework for Secondary Child Care and Guidance Management and Services*. These competencies and objectives represent the baseline for entrance into the postsecondary Child Development Technology courses. Students enrolled in postsecondary courses should either (1) have documented mastery of these competencies, or (2) be provided with these competencies before studying the advanced competencies in the Postsecondary Child Development Technology program.

Baseline competencies may be integrated into existing courses in the curriculum or taught as special "Introduction" courses. The "Introduction" courses may be taught for up to six semester hours of institutional credit and may be divided into two courses. If the Baseline Competencies are to be taught as "Introduction" courses, each course should be at least 3 credit hours. The following course number(s) and description should be used:

Course Name(s): Introduction to Child Development Technology, Introduction to Child Development Technology I, or Introduction to Child Development Technology II

Course Abbreviation(s): CDT 100(3-6), CDT 1013, CDT 1023

Classification: Vocational-Technical Core

Description: These courses contain the baseline competencies and suggested objectives from the high school Child Care and Guidance Management and Services curriculum which directly related to the community college Child Development Technology program. The courses are designed for students entering the community college who have had no previous training or documented experience in the field. (3-6 semester hours based upon existing skills for each student. May be divided into 2 courses for a maximum total of 6 hours of institutional credit.)

Competencies and Suggested Objectives:

1. Introduce occupational and leadership opportunities in Child Care and Guidance Management and Services.
   a. Investigate educational and career opportunities related to children to include postsecondary educational options, entry level jobs, paraprofessionals, and professionals.
   b. Update the student's Career/Educational Plan.

c. Examine the need for studying children to include attitudes, benefits, characteristics, and influences of development.
d. Describe leadership opportunities available from student youth organizations in the school and community, including HERO.

Related Academic Topics (See Appendix A): C1,C5,C6
Workplace Skills (See Appendix B): WP2, WP3

2. Identify responsibilities of care givers for protecting children's health and safety.
   a. Identify emergency, evacuation, equipment, and materials safety procedures according to school and classroom policies.
   b. Identify emergency, evacuation, equipment, and materials safety procedures related to child care.
   c. Identify the importance of proper sanitation practices.

   Related Academic Topics (See Appendix A): C1, C2, C6, S8
   Workplace Skills (See Appendix B): WP2, WP6
3. Introduce areas of development from conception to birth.
   a. Describe the stages of development of an unborn child.
   b. Describe how heredity and environmental influences affect prenatal development.

   Related Academic Topics (See Appendix A): C1, C2, C3, C6, M2, S1, S7
   Workplace Skills (See Appendix B): WP2, WP6
4. Introduce areas of development from birth to six years.
   a. Discuss ages of children and appropriate developmental stages.
   b. Discuss the social, emotional, intellectual, and physical developmental areas of the child from birth to six years.

   Related Academic Topics (See Appendix A): C1, C3, C6, M1, M2, S1, S7
   Workplace Skills (See Appendix B): WP1, WP6
5. Identify guidance techniques for behavioral management.
   a. Name and define the guidance styles to include authoritarian, authoritative, democratic, and permissive.
   b. Identify appropriate verbal and nonverbal guidance techniques.
   c. Discuss and recognize factors involved in positive personality traits in children, to include motivation, assertiveness, initiative, redirecting of behavior, and adapting to peers.

   Related Academic Topics (See Appendix A): C2, C3, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6
6. Analyze the effects of the child care giver's involvement and of the environment on children's behavior.
   a. Identify the purpose and techniques used for observing children.
   b. Discuss the reasons for children's behavior.
   c. Recognize the care giver's level of involvement in children's daily routine including free and directed play.

   Related Academic Topics (See Appendix A): C1, C2, C3,C6
   Workplace Skills (See Appendix B): WP2, WP6

7. Review providing for children's nutritional needs for growth and energy.
   a. Discuss food pyramid and daily requirements for children including snacks.
   b. Discuss importance of nutrition and physical and intellectual development in children.

   Related Academic Topics (See Appendix A): C1, C2, C5, M1, S1, S5, S8
   Workplace Skills (See Appendix B): WP2, WP5, WP6
8. Discuss child safety and the responsibilities of parents and care givers for safety of infants and children up to age six.
   a. Explain ways to protect children from diseases and illnesses.
   b. Discuss the part immunization plays in the prevention of illness.
   c. Recognize emergency situations and plan appropriate responses to include first aid, CPR, and basic rescue.
   d. Discuss types of child abuse, prevention, and reporting processes.
   e. Demonstrate the ability to clean and sanitize equipment and facilities used by the children.
   f. Create a safe environment for young children using simple safety practices.

   Related Academics (See Appendix A): C2, C3, C4, C5, M1, S1, S5, S7,S8
   Workplace Skills (See Appendix B): WP2, WP5, WP6
9. Analyze the importance and purpose of play.
   a. Discuss physical development, intellectual and cognitive development, social development, and creativity which occur during play.
   b. Plan and present an age appropriate activity related to each of the following areas: art, music, language, science, pre-math, and social studies.
   c. Demonstrate the ability to interact with children in a real life situation.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C6, M1, M7, S8
   Workplace Skills (See Appendix B): WP2, WP3, WP5, WP6
10. Explore skills and procedures necessary for seeking employment in the child care area.
   a. Discuss the process of researching and critiquing a child care occupation.
   b. Describe the method for preparing a resume.
   c. Identify the appropriate procedures for participating in an interview.
   d. Demonstrate the correct procedure for completing an application form.
   e. Discuss the correct procedure for preparing a letter of application.

   Related Academic Topics (See Appendix A): C1, C2, C4,
   Workplace Skills (See Appendix B): WP2, WP3, WP6
11. Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.
   a. Design and arrange indoor and outdoor environment appropriately for the developmental age to encourage positive child management.

b. Select age appropriate indoor and outdoor play equipment and materials for physical, cognitive, social, and creative play.

Related Academic Topics (See Appendix A): C2, C4, C5, C6, M1, M7, S8
Workplace Skills (See Appendix B): WP2, WP6

12. Employ guidelines for learning experiences.
    a. Identify characteristics of different types of quality child care programs.
    b. Develop and demonstrate of a daily plan utilizing cognitive skills for a preschool program such as cognitive skills, time blocks, various activities, and learning centers.
    c. Specify planning procedures using unbiased enrichment activities for preschool children including exceptional and culturally diverse children based on Piaget's developmental stages.
    d. Relate appropriate parent/teacher communication.

    Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M7, S8
    Workplace Skills (See Appendix B): WP2, WP4, WP5, WP6
13. Discuss the operation of a quality child care center.
    a. Interpret the standards and policy operations of the Mississippi Department of Health for licensing of child care centers.
    b. Identify and demonstrate appropriate management practices to include completion of records necessary for operation of a child care center.

    Related Academic Topics (See Appendix A): C1, C2, C3, C5
    Workplace Skills (See Appendix B): WP1, WP2, WP4, WP6
14. Review occupational and leadership opportunities in Child Care and Guidance Management and Services.
    a. Continue to investigate educational and career opportunities.
    b. Re-examine leadership opportunities available from student youth organizations in the school and community, including HERO.

    Related Academic Topics (See Appendix A): C1, C5, C6
    Workplace Skills (See Appendix B): WP2, WP3
15. Examine characteristics of a competent child care worker.
    a. Employ appropriate job communication skills (both verbal and written).
    b. Identify the personal characteristics of a competent child care worker to include attitude, appearance, and work ethics.
    c. Outline the procedures for preparing a personal and professional portfolio.

    Related Academic Topics (See Appendix A): C1, C3, C5, C6
    Workplace Skills (See Appendix B): WP1, WP2, WP3, WP4, WP6
16. Explain and demonstrate the importance of guidelines to follow when planning and designing the learning environment according to the Mississippi licensing agency.
    a. Design and arrange indoor and outdoor environment appropriately for the developmental age to encourage positive child management.

b. Select age appropriate indoor and outdoor play equipment and materials for physical, cognitive, social, and creative play.

Related Academic Topics (See Appendix A): C2, C4, C5, C6, M1, M7, S8
Workplace Skills (See Appendix B): WP2, WP6

17. Employ guidelines for learning experiences.
    a. Identify characteristics of different types of quality child care programs.
    b. Develop and demonstrate of a daily plan utilizing cognitive skills for a preschool program such as cognitive skills, time blocks, various activities, and learning centers.
    c. Specify planning procedures using unbiased enrichment activities for preschool children including exceptional and culturally diverse children based on Piaget's developmental stages.
    d. Relate appropriate parent/teacher communication.

    Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6, M1, M7, S8
    Workplace Skills (See Appendix B): WP2, WP4, WP5, WP6
18. Discuss the operation of a quality child care center.
    a. Interpret the standards and policy operations of the Mississippi Department of Health for licensing of child care centers.
    b. Identify and demonstrate appropriate management practices to include completion of records necessary for operation of a child care center.

    Related Academic Topics (See Appendix A): C1, C2, C3, C5
    Workplace Skills (See Appendix B): WP1, WP2, WP4, WP6

SECTION II:

CURRICULUM GUIDE

FOR

CHILD DEVELOPMENT TECHNOLOGY

Course Name: Child Care Profession

Course Abbreviation: CDT 1114

Classification: Vocational-Technical Core

Description: This course provides activities in types of child care, and observing and recording child behavior. Room arrangements, software, play, and safety are evaluated. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Explain the CDT program philosophy and policies.
   a. Identify and describe expected behaviors of CDT students, children, parents, teachers, and instructors according to program policies.
   b. Demonstrate knowledge and ability to adhere to professional ethics and confidentiality standards.
   c. Apply safety procedures--indoor, outdoor, field trips, emergency.

   Related Academic Topics (See Appendix A): C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Use systematic approach to observing and recording child behavior.
   a. Recognize and use observational techniques.
   b. Record observation findings of child behavior using the portfolio method including anecdotal records, developmental checklists, and time sampling.

   Related Academic Topics (See Appendix A): C4, C6
   Workplace Skills (See Appendix B): WP2
3. Discuss early childhood education and child care movements to include history, theories, and practice.
   a. Identify philosophers of Early Childhood Education such as Montessori, Frobel, Piaget, Bruner, etc.
   b. Analyze the value of play and identify methods of supporting it in preschool programs.
   c. Describe the learning center environments.

   Related Academic Topics (See Appendix A): C4
   Workplace Skills (See Appendix B): WP2
4. Explain and describe types of child care services and employment opportunities.
   a. Analyze the various types of child care services including public, private, church sponsored, home-based, corporate, franchised, military, etc.
   b. Compare and contrast employment opportunities in the child care profession.

c. Describe the role of a team member for serving special needs/atypical children.

Related Academic Topics (See Appendix A): C1, C6
Workplace Skills (See Appendix B): WP2, WP6

5. Identify opportunities for professional growth.
   a. Develop an autobiography including his/her personal reasons for working with young children.
   b. Identify the personal characteristics of a competent child care giver.
   c. Examine leadership opportunities in local advocacy groups, professional organizations, and certification programs for care givers of young children.
   d. Develop a professional resource file.
   e. Explain the importance of good relationships among home, school, and community to ensure successful transition.

Related Academic Topics (See Appendix A): C4
Workplace Skills (See Appendix B): WP2, WP6

Course Name: Art for Preschool Children

Course Abbreviation: CDT 1313

Classification: Vocational-Technical Core

Description: Planning and developing art experiences beneficial to the preschool child. Lab activities with the children are implemented during Technical Practicum I and II. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss the stages of art development in young children.
   a. Identify the characteristics of each stage.
   b. Differentiate between developmentally appropriate and inappropriate art tools, materials, and equipment at each stage of development for the young child.
   c. Plan and implement developmentally appropriate art experiences at each stage of development for the young child.

   Related Academic Topics (See Appendix A): C1, C2, C5
   Workplace Skills (See Appendix B): WP2, WP6
2. Identify ways teachers promote creativity in young children.
   a. Describe a classroom environment that provides opportunities for selecting and using materials that promote individual expression.

   Related Academic Topics (See Appendix A): C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Apply strategies and techniques for designing visual teaching aids.
   a. Plan and create appropriate bulletin boards, posters, graphs, etc., for the preschool environment.

   Related Academic Topics (See Appendix A): C2, C4
   Workplace Skills (See Appendix B): WP2, WP6
4. Integrate the cognitive developmentally appropriate experiences in representation.
   a. Make models out of clay, blocks, etc.
   b. Draw and paint.

   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2

Course Name: Infant and Toddler Development

Course Abbreviation: CDT 1214

Classification: Vocational-Technical Core

Description: This course provides knowledge concerning the care of infants and toddlers in group care. Practice is given in infant and toddler care giving in group care through classroom laboratory or collaborative centers. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisites: None

Competencies and Suggested Objectives:

1. Identify the cognitive, physical, emotional, and social developmental characteristics of the child, from birth to 36 months.
   a. Explain developmental norms from birth to 36 months as they relate to care giving of infants.
   b. Observe and record observations of children from birth to 36 months.
   c. Evaluate observation data for accuracy.
   d. Discuss characteristics of the exceptional child from birth to 36 months.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Analyze the responsibilities of the care giver role.
   a. Identify daily routine tasks for infant/toddler care giving.
   b. Practice the daily routine tasks required for infant care giving.
   c. Assess importance of performance of these tasks to infant/toddlers overall development.
   d. Compare home-based and center-based care of infants and toddlers.

   Related Academic Topics (See Appendix A): C1, C5
   Workplace Skills (See Appendix B): WP2, WP6
3. Plan an infant/toddler curriculum.
   a. Identify the major influences on the curriculum for infants and toddlers.
   b. Devise strategies appropriate to the age-level or infants' and toddlers' development.
   c. Select appropriate equipment and materials to be used in the indoor and outdoor environment for children ages birth to 36 months.

   Related Academic Topics (See Appendix A): C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Music/Movement for Preschool Children

Course Abbreviation: CDT 1323

Classification: Vocational/Technical Core

Description: Development of the preschool child in the areas of listening, singing, and movement. Planning musical/movement experiences for the preschool child. Lab activities with the children are implemented during Technical Practicum I and II. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Describe the stages of development of the young child in the areas of listening, singing, and movement.
   a. Evaluate the physical motor ability of a child using a checklist.
   b. Plan and implement developmentally appropriate musical/movement experiences, listing equipment, and materials for the young child.
   c. Develop a repertoire of appropriate musical/movement experiences for the young child in the areas of listening, singing, and movement.

   Related Academic Topics (See Appendix A): C1, C2, C3, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Examine the importance of music and movement experiences.
   a. Identify developmentally appropriate experiences in music and movement including non-locomotor, feeling and expressing beat, etc.

   Related Academic Topics (See Appendix A): C1, C2, C3, C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Integrate the cognitive developmentally appropriate experiences in spatial relationships with music and movement. (Experiences are listed a-c.)
   a. Observe things and places from different spatial viewpoints.
   b. Experience and describe relative positions, directions, and distances.
   c. Experience and represent one's own body.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Child Growth and Development

Course Abbreviation: CDT 1224

Classification: Vocational-Technical Core

Description: The cognitive, physical, emotional, and social developmental characteristics of children ages three through five. Concentration is placed on all children including the exceptional child. (4 sch: 3 hr. lecture, 2 hr. lab)

Prerequisites: Infant and Toddler Development (CDT 1214)

Competencies and Suggested Objectives:

1. Identify the cognitive, physical, emotional, and social developmental characteristics of children ages three through five.
   a. Explain developmental characteristics as they relate to 3-5 year olds.
   b. Observe and record observations of children from 3 to 5 years old.
   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Assess a child's physical, social, emotional, and intellectual progress using a developmental checklist.
   a. Administer a developmental checklist to a child 3-5 years old.
   b. Discuss characteristics of the exceptional child ages 3 through 5.
   c. Develop activities based on the assessment of results.
   Related Academic Topics (See Appendix A): C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Child Nutrition and Health Care

Course Abbreviation: CDT 1514

Classification: Vocational-Technical Core

Description: Nutrition and health care for preschool children. Planning and implementing health, safety, and nutritional experiences are an important part of the course. Lab activities with the children are implemented during Technical Practicum I and II. (4 sch: 4 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Describe the interrelationships of health, safety, and nutrition.
   a. Define health, safety, and nutrition.
   b. Explain how each area is dependent upon the other.
   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2
2. Define common communicable diseases.
   a. Outline stages of disease.
   b. Analyze methods of transmission.
   c. Identify specific common diseases such as chickenpox, common colds, etc.
   d. Determine the care giver's role and responsibilities as they relate to the management of illness.
   Related Academic Topics (See Appendix A): C1, C6
   Workplace Skills (See Appendix B): WP2
3. Develop a safe environment for young children.
   a. Identify appropriate safety guidelines for indoor and outdoor environments.
   b. Evaluate toys and equipment for safety.
   c. Demonstrate CPR-C and first aid skills utilizing infant and child mannequins.
   d. Analyze the care giver's role in management of accidental injuries.
   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6
4. Differentiate among areas of child abuse and describe actions a care giver should take in a case of suspected child abuse.
   a. Identify signs of abuse (emotional, physical, sexual) and neglect.
   b. Outline procedures taken when abuse is suspected.
   Related Academic Topics (See Appendix A): C4, C6
   Workplace Skills (See Appendix B): WP2, WP6

5. Assist children in developing attitudes and nutritional habits that will be an asset for a lifetime.
   a. Review the Food Pyramid and daily nutritional requirements based on Mississippi Department of Health guidelines.
   b. Gain knowledge of and experiences in planning, purchasing, storing, and management of the child care food service.
   c. Plan, demonstrate, and implement experiences with children in the curriculum areas of health, safety, and nutrition.
   d. Plan and analyze nutritional content of planned menus and snacks utilizing available computer software.

   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Language Arts for Preschool Children

Course Abbreviation: CDT 1333

Classification: Vocational-Technical Core

Description: Planning, developing, and presenting language arts activities for preschool children. Lab activities with the children are implemented during Technical Practicum I and II. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Explain how language is acquired.
   a. Compare and contrast language acquisition theories.
   b. Compare and contrast characteristics in different stages of development.
   c. Assess adult behaviors which impact a child's speech development.
   Related Academic Topics (See Appendix A): C1, C2, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Examine the four areas of Language Arts including listening, speaking, writing, and reading.
   a. Compare and contrast a variety of methods used to facilitate reading development including whole language, decoding (phonics, sight words, context clues, etc.) and recognizing writing to read.
   b. Select appropriate equipment and materials for each area including use of the computers.
   c. Plan and demonstrate appropriate activities.
   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
3. Integrate the cognitive developmentally appropriate experiences in representation and language within the four areas of language arts. (Experiences are listed from a-j).
   a. Recognize objects by sound, touch, taste, and smell.
   b. Imitate actions and sounds.
   c. Relate pictures, photographs, and models to real places and things.
   d. Participate in role-play and pretending activities.
   e. Talk with others about personally meaningful experiences.
   f. Describe objects, events, and relationships.
   g. Have fun with language including rhyme, making up stories, and listening to poems and stories.
   h. Write in various ways (drawing, scribbling, letterlike forms, invented spelling, and conventional forms).
   i. Have one's own language written down and read back.

j. Read in various ways including recognizing letters and words, and reading storybooks and other printed materials.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Guiding Social and Emotional Behavior

Course Abbreviation: CDT 2233

Classification: Vocational-Technical Core

Description: Identifying and practicing effective techniques in guiding preschool children's behavior. Lab activities with the children are implemented during Technical Practicum I and II. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss social and emotional development of young children.
   a. Discuss Erikson's stages of social and emotional development.
   b. Identify the influences within the environment that will have impacts on behavior.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Identify guidance techniques for teaching children decision-making skills.
   a. Differentiate among types and causes of inappropriate behavior.
   b. Demonstrate positive techniques for guiding behavior for the young child.
   c. Compare appropriate and inappropriate techniques for dealing with behavior.

   Related Academic Topics (See Appendix A): C3, C4, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6
3. Integrate the developmentally appropriate experiences in social and emotional development.
   a. Make and express choices, plans, and decisions.
   b. Recognize and solve problems.
   c. Express and understand feelings.
   d. Take care of one's own needs.
   e. Understand routines and expectations.
   f. Be sensitive to the feelings, interests, needs, and background of other people.
   g. Build relationships with children and adults.
   h. Create and experience collaborative play.
   i. Develop strategies for dealing with social conflict.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Methods and Materials

Course Abbreviation: CDT 2613

Classification: Vocational-Technical Core

Description: Appropriate methods and materials for preschool children in a learning environment. Lab activities with the children are implemented during Technical Practicum I and II. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Develop an organized schedule of activities in a group care setting.
   a. Identify the characteristics including the teacher's role and child's role in each daily time block.
   b. Write goals and behavioral objectives appropriate for young children, identifying the performance desired, the condition, and criterion.
   c. Develop a daily and weekly lesson plan including activities for all areas of development and each time block.

   Related Academic Topics (See Appendix A): C2, C4, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP6
2. Design a physical environment for young children in group care setting.
   a. Graph a classroom using five or more learning centers, listing equipment, materials, and other resources.
   b. Explain the use of the labeling and planning board.
   c. Graph the outdoor play area including five or more centers that are developmentally appropriate, listing equipment, materials, and other resources.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1
   Workplace Skills (See Appendix B): WP1, WP2, WP6
3. Examine various commercial curricula for young children.
   a. Compare and contrast different approaches to curriculum including structured academic skills, thematic units, and developmentally appropriate experiences.
   b. Identify guidelines for selecting and implementing developmentally appropriate nonbiased commercial curricula.
   c. Compare and critique a variety of curricula and assessment instruments.

   Related Academic Topics (See Appendix A): C1, C2, C4, C5, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Technical Practicum I

Course Abbreviation: CDT 2915

Classification: Vocational-Technical Core

Description: This course allows advanced child care students to implement knowledge and experience in preparing and implementing positive experiences for children (birth - 5 year olds). Completion of the competencies provides opportunities for students to implement experiences planned in the corequisites and ensures a balance of all curriculum areas. Not all competencies will be achieved at the end of this course due to the variance that exists in the child care settings used for student experiences. Other competencies will be achieved and documented by the end of the two-year program of study. (5 sch: 10 hr. lab)

Corequisites: Art for Preschool Children (CDT 1313), Child Nutrition and Health Care (CDT 1514), Language Arts for Preschool Children (CDT 1333), and Music/Movement for Preschool Children (CDT 1323)

Competencies and Suggested Objectives:

1. Plan and implement developmentally appropriate art activities for young children.
   a. Plan and implement an unstructured two-dimensional art activity for young children.
   b. Plan and implement an unstructured three-dimensional art activity.
   c. Plan and create a bulletin board or display.
   d. Create and develop a visual teaching aid.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Plan and implement developmentally appropriate language arts activities for young children.
   a. Read, write, or tell stories or poems.
   b. Plan and implement a listening activity.
   c. Plan and implement a speaking activity.
   d. Plan and implement a reading activity.
   e. Plan and implement a writing activity.
   f. Facilitate one of the language/representation developmentally appropriate experiences.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
3. Plan and implement developmentally appropriate health activities for young children.
   a. Assist a child in a food experience.

b. Design and conduct a self-help activity.
c. Develop and conduct a safety activity.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B). WP1, WP2, WP3, WP6

4. Plan and implement developmentally appropriate music and movement activities for young children.
   a. Facilitate an activity using one of the movement/apace key experiences.
   b. Facilitate a music activity that teaches a musical skill such as beat, etc.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
5. Plan and implement developmentally appropriate math/science/social studies activities for young children.
   a. Facilitate a classification activity.
   b. Facilitate a seriation activity.
   c. Facilitate a number activity.
   d. Facilitate a spatial relations activity.
   e. Facilitate a temporal relations activity.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
6. Plan and implement activities for different time blocks in the daily routine.
   a. Plan and implement a planning and recall activity.
   b. Plan and implement circle time.
   c. Plan and implement a small group activity.
   d. Plan and implement an outdoor activity.
   e. Plan and implement an activity designed specifically to meet one child's individual needs.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
7. Plan and implement an activity for each of the following learning centers: blocks, dramatic play, and discovery (sand/water) construction.
   a. Facilitate an activity for the block learning center.
   b. Facilitate an activity for the dramatic play learning center.
   c. Facilitate an activity for the discovery (sand/water) construction learning center.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
8. Demonstrate child care management skills.
   a. Assist and maintain the child's record as required by the Mississippi Department of Health (MDH).
   b. Participate and assist in a parent activity such as a home visit, parent conference, parent group meeting, or a family activity.
   c. Participate in planning and implementing a field trip for young children.

d. Participate two hours each in three of the following types of child care programs: privately owned center, parochial, Head Start, pre-kindergarten or kindergarten classroom in a public school setting, and corporate center.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6, M1
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

9. Plan and implement a video presentation using a developmentally appropriate activity.
   a. Facilitate an activity for a learning center.
   b. Facilitate an activity for a specific time block.
   c. Complete a self-evaluation of each video presentation.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Course Name: Atypical Child Development

Course Abbreviation: CDT 2413

Classification: Vocational-Technical Core

Description: This course provides information concerning growth and development, intervention strategies, and working with families having an atypical child. (3 sch: 2 hr. lecture, 2 hr. lab)

Prerequisites: Infant/Toddler (CDT 1214) and Child Growth and Development (CDT 1224)

Competencies and Suggested Objectives:

1. Study the cognitive, physical, emotional, and social developmental characteristics of atypical young children.
   a. Demonstrate knowledge of biological and environmental factors as they affect the prenatal, perinatal, and preschool child.
   b. Identify the characteristics of atypical development including ADD/ADHD, Down's Syndrome, fetal alcohol, HIV, etc.

   Related Academic Topics (See Appendix A): C1, C2, C4
   Workplace Skills (See Appendix B): WP2, WP6
2. Study a child's physical, social, emotional, and intellectual progress using a developmental screening tool.
   a. Identify the individual needs of children based on a screening tool.
   b. Develop an appropriate instructional activity to meet the individual needs of the child.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Discuss appropriate methods of instruction and intervention strategies to support the development of young children.
   a. Discuss federal and state legislation mandating writing and implementing an Individualized Education Plan (IEP).
   b. Discuss writing and implementing an Individualized Family Service Plan (IFSP).
   c. Review methods and resources for adapting the existing environment so that it is developmentally appropriate.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6
   Workplace Skills: WP2, WP6

4. Compile a resource file of community resources.
   a. Discuss the ability to work with other professionals who work with young children such as speech/language pathologist, physical therapist, etc.

   Related Academic Topics (See Appendix A): C4
   Workplace Skills (See Appendix B): WP2, WP3, WP6
5. Discuss knowledge and skills in assisting and allowing families to be effective participants in their young child's development.
   a. Discuss characteristics of families with special needs including cultural diverse families, bilingual families, teen parents, parents with developmental disabilities, substance abusing families, minority families, and families in poverty.
   b. Discuss cooperating with families of young children with special needs.

   Related Academic Topics (See Appendix A): C1, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6

Course Name: Technical Practicum II

Course Abbreviation: CDT 2925

Classification: Vocational-Technical Core

Description: This course is a continuation of Technical Practicum I allowing advanced child care students to implement knowledge and experience in preparing and implementing positive experiences for children (birth - 5 year olds). Completion of the competencies provides opportunities for students to implement experiences planned in the corequisites and ensures a balance of all curriculum areas. All competencies will be achieved and documented by the completion of the two practicum courses. (5 sch: 10 hr. lab)

Corequisites: Guiding Social and Emotional Behavior (CDT 2233), Methods and Materials (CDT 2613), Social Studies, Math, and Science for Preschool Children (CDT 2713), Administration of Preschool Programs (CDT 2813)

Competencies and Suggested Objectives:

1. Plan and implement developmentally appropriate art activities for young children.
   a. Plan and implement an unstructured two-dimensional art activity for young children.
   b. Plan and implement an unstructured three-dimensional art activity.
   c. Plan and create a bulletin board or display.
   d. Create and develop a visual teaching aid.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
2. Plan and implement developmentally appropriate language arts activities for young children.
   a. Read, write, or tell stories or poems.
   b. Plan and implement a listening activity.
   c. Plan and implement a speaking activity.
   d. Plan and implement a reading activity.
   e. Plan and implement a writing activity.
   f. Facilitate one of the developmentally appropriate language experiences.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
3. Plan and implement developmentally appropriate health activities for young children.
   a. Assist a child in a food experience.

b. Design and conduct a self-help activity.
c. Develop and conduct a safety activity.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

4. Plan and implement developmentally appropriate music and movement activities for young children.
   a. Facilitate an activity using one of the developmentally appropriate movement experiences.
   b. Facilitate a music activity that teaches a musical skill such as beat, etc.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
5. Plan and implement developmentally appropriate math/science/social studies activities for young children.
   a. Facilitate a classification activity.
   b. Facilitate a seriation activity.
   c. Facilitate a number activity.
   d. Facilitate a spatial relations activity.
   e. Facilitate a temporal relations activity.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
6. Plan and implement activities for different time blocks in the daily routine.
   a. Plan and implement a planning and recall activity.
   b. Plan and implement circle time.
   c. Plan and implement a small group activity.
   d. Plan and implement an outdoor activity.
   e. Plan and implement an activity designed specifically to meet one child's individual needs.

   Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
   Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6
7. Plan and implement an activity for each of the following learning centers: blocks, dramatic play, and discovery (sand/water) construction.
   a. Facilitate an activity for the block learning center.
   b. Facilitate an activity for the dramatic play learning center.
   c. Facilitate an activity for the discovery (sand/water) construction learning center.
8. Demonstrate child care management skills.
   a. Assist and maintain the child's record as required by the Mississippi Department of Health (MDH).
   b. Participate and assist in a parent activity such as a home visit, parent conference, parent group meeting, or a family activity.
   c. Participate in planning and implementing a field trip for young children.

d. Participate two hours each in three of the following types of child care programs: privately owned center, parochial, Head Start, pre-kindergarten or kindergarten classroom in a public school setting, and corporate center.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

9. Plan and implement a video presentation using a developmentally appropriate activity.
   a. Facilitate an activity for a learning center.
   b. Facilitate an activity for a specific time block.
   c. Complete a self-evaluation of each video presentation.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP1, WP2, WP3, WP6

Course Name: Social Studies, Math, and Science for the Preschool Children

Course Abbreviation: CDT 2713

Classification: Vocational-Technical Core

Description: Planning developmentally appropriate activities in social studies, math, and science for the preschool child. Lab activities with the children are implemented during Technical Practicum I and II. (3 sch: 3 hr. lecture)

Prerequisites: None

Competencies and Suggested Objectives:

1. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children.
   a. Identify the objectives of social studies for young children.
   b. Develop a sample social studies unit.
   c. Develop a file of social studies experiences to include activities, materials, tools, and resources using a personal computer.

   Related Academic Topics (See Appendix A): C1, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Discuss the importance of developmentally appropriate math experiences in the classroom for young children.
   a. List the basic concepts of math including one-to-one correspondence counting, numbering, comparing, classification, etc.
   b. Identify the process of math development in the sensorimotor, preoperational, and concrete operational stages of development.
   c. Identify naturalistic, informal, and structured math experiences for the young child.
   d. List equipment and materials to teach basic math concepts.
   e. Develop a file of math experiences including activities, materials, tools, and resources using a personal computer and software.

   Related Academic Topics (See Appendix A): C1, C4, C6, M1
   Workplace Skills (See Appendix B): WP2, WP6
3. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children.
   a. Identify the objectives of science for young children.
   b. Identify naturalistic, informal, and structured science experiences for the young child.
   c. List equipment and materials to teach basic science concepts.

d. Develop a file of science experiences including activities, materials, tools, and resources using a personal computer and software.

Related Academic Topics (See Appendix A): C1, C4, C6, S1, S3, S6
Workplace Skills (See Appendix B): WP2, WP6

4. Integrate the cognitive developmentally appropriate experiences in classification, seriation, number, spatial relations, and temporal relationships. (Experiences are listed a-s.)
   a. Investigate and label the attributes of things.
   b. Notice and describe how things are the same and how they are different.
   c. Sort and match items.
   d. Use and describe something in several different ways.
   e. Distinguish between "some" and "all."
   f. Hold more than one attribute in mind at a time.
   g. Describe what characteristics something does not possess or what class it does not belong to.
   h. Compare items along a single dimension such as longer/shorter, rougher/smoother, etc.
   i. Arrange several things in order along some dimension and describe relationships such as longest, shortest, etc.
   j. Fit one ordered set of objects to another through trial and error.
   k. Compare numbers and amounts such as more/less, more/fewer, and the same amount.
   l. Arrange two sets of objects in one-to-one correspondence.
   m. Count objects as well as counting by rote.
   n. Start and stop an action on signal.
   o. Experience and describe different rates of movement.
   p. Experience and compare time intervals.
   q. Experience and represent change.
   r. Recall events, anticipate events, and represent the order of events.
   s. Use conventional time units, and observe that clocks and calendars mark the passage of time.

Related Academic Topics (See Appendix A): C1, C2, C3, C4, C5, C6
Workplace Skills (See Appendix B): WP2, WP3, WP6

Course Name: Administration of Preschool Programs

Course Abbreviation: CDT 2813

Classification: Vocational-Technical Core

Description: Concepts in the administration of quality preschool programs. (3 sch: 3 hr. lecture)

Prerequisites: Three semesters of core courses

Competencies and Suggested Objectives:

1. Assess employability skills.
   a. Upgrade career/educational plan.
   b. Upgrade personal folder, resume, application, and cover letter.
   c. Demonstrate interviewing skills.

   Related Academic Topics (See Appendix A): C1, C4, C6
   Workplace Skills (See Appendix B): WP2, WP6
2. Develop and administer the child care center.
   a. Explain the responsibilities of a child care director.
   b. Describe the three styles of leadership and their impact on employee behavior.
   c. Explain the Mississippi Department of Health regulations, application forms, and center records that are required for child care licensure.
   d. Demonstrate knowledge of the use of a child care center environmental rating scale.

   Related Academic Topics (See Appendix A): C1, C4. C6
   Workplace Skills (See Appendix B): WP2, WP6
3. Explore funding sources and other resources.
   a. Construct a file of community resources.
   b. Identify funding sources and grant writing procedures.
   c. Identify corporate options and benefits of providing child care services.

   Related Academic Topics (See Appendix A): C1, C2, C4, C6, M1
   Workplace Skills (See Appendix B): WP1, WP2, WP6

SECTION III:

RECOMMENDED TOOLS AND EQUIPMENT

RECOMMENDED TOOLS AND EQUIPMENT

1. "Baby Think It Over" Doll (1 per program)
2. Laminator--poster size (1 per program)
3. Letter machine--jumbo cutter and dies (1 per program)
4. Child and infant mannequins (1 of each per 4 students)
5. Big Books Kits (1 set preschool, & 1 set toddler per program)
6. Art center (3 per program)
7. Tape player/cassette (4 per program)
8. Record players (4 per program)
9. Paint smocks (1 per 4 students)
10. Drying rack (3 per program)
11. Paper cutter (Large and small, 1 each per program)
12. 3 hole paper punch (1 per program)
13. Iron (1 per program)
14. First aid kit (1 per lab)
15. Washer (1 per program)
16. Dryer (1 per program)
17. Dishwasher, commercial, sanitizing (1 per program)
18. Stovetop (1 per lab)
19. Range (1 per program)
20. Air purification system (1 per program)
21. Art supply cart (1 per program)
22. Rocking chair, large (1 per lab)
23. Rocking chair, small (2 per lab)
24. Walkers (1 per 4 students)
25. High chair (5 per lab)
26. Infant crawling rug (1 per lab)
27. Baby beds (5 per lab)
28. Diaper stations (1 per lab)
29. Refrigerator (infant lab) (1 per lab)
30. Refrigerator (toddlers) (1 per program)
31. Mirrors, nonbreakable (2 per lab)
32. Toys, developmentally age appropriate (3 sets per program)
33. Push toys (3 per program)
34. Tricycles (1 per 3 students)
35. Baby buggy, 6 seater (1 per program)
36. Baby bathtub w/appropriate equipment (1 per program)
37. Towels (1 per student)
38. Bath cloths (1 per student)
39. Diapers, cloth (2 dozen per program)
40. Story books (assorted, developmentally age appropriate) (50 per program)
41. Measuring tools: buckets, shovels, cups, spoons, etc. (1 set per lab)

42. Rhythm Instrument Set (set of 30) (1 set per program)
43. Templates (1 each infant and toddler per program)
44. Autoharp (2 per lab)
45. Keyboard instrument (1 per lab)

INSTRUCTIONAL AIDS

1. Model Food (4 per program)
2. Small Wonder Discovery Kit (1 per program)
3. LCD Flat Plates (1 per program)
4. Science Discovery Kit (1 per program)
5. Social Studies Discovery Unit (1 per program)
6. Computers--CD ROM (1 per college students)
7. Computers (1 per 10 students in centers)
8. Printer, laser (1 per 2 computers)
9. LAP Assessment Tools (1 per program)
10. DAIL Assessment Tools (1 per program)
11. Peabody (PPVI) Picture Vocabulary Instruments (1 per program)
12. Camcorder with Tripod Baseroller (1 per program)
13. TV/VCR Combination (1 per program)
14. Scissors, sharp tip (4 pr per program)
15. Scissors, blunt tip (30 pr per program)
16. Projector, filmstrip (1 per program)
17. Projector, opaque (1 per program)
18. Projector, overhead (1 per program)
19. Screen, projector (1 per program)
20. Multicultural Kit (1 per lab)
21. Marker board, white w/ markers & erasers (1 per lab)
22. Scissor rack, holds 20 pr. (2 per program)
23. Flannel board (1 per lab)
24. Dual-head cassette player (1 per lab)
25. Cassettes w/story books, assorted set (1 per 10 students)
26. Geometric shapes (2 sets per lab)
27. Multicultural dolls (1 set per lab)
28. Surveillance security package (monitors, cameras, etc.) (1 per program)

Computer Software:

1. Management Techniques (1 per program)
2. Pre-Math (1 per computer)
3. Pre-Science/discovery (1 per computer)
4. Shapes/colors (1 per computer)
5. Pre-Reading (1 per computer)

6. Pre-Social Studies (1 per computer)
7. Art (1 per computer)
8. Music (1 per computer)
9. Nutrition (1 per computer)
10. Menu Planning/Analysis (1 per computer)

Videos:

1. Nutrition (1 per program)
2. Math (1 per program)
3. Self Esteem (1 per program)
4. Social and Emotional Development (1 per program)
5. Birth Processes (1 per program)
6. Room Arrangements (1 per program)
7. Time Block (1 per program)
8. Physical Environment (1 per program)
9. Administration (1 per program)
10. Career Development (1 per program)
11. Kid's Songs (1 per program)
12. Guidance Techniques (1 per program)
13. Special Needs (1 per program)
14. Birth Defects (1 per program)
15. Counting with Bears (1 per program)
16. Plan-Do-Review with Found Materials (1 per program)
17. Working with Staplers (1 per program)
18. Representing with Sticks and Balls (1 per program)
19. Exploring with Paint & Corks (1 per program)

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The High/Scope Curriculum: The Daily Routine.
The High/Scope Curriculum: The Plan-Do-Review Process.
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Troubles and Triumphs at Home:

1. When "I've Told You a Thousand Times" Isn't Enough.
2. Converting Conflict to Calm.
3. Let Them Do It.
4. Let Them Say It.

Round the Circle: Key Experiences in Movement for Children.
Movement Plus Music: Activities for Children Ages 3 to 7.
Movement Plus Rhymes, Songs, & Singing Games.
Movement in Steady Beat.
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APPENDIX A:

RELATED ACADEMIC TOPICS

APPENDIX A

RELATED ACADEMIC TOPICS FOR COMMUNICATIONS

C1 Interpret written material.
C2 Interpret visual materials (maps, charts, graphs, tables, etc.).
C3 Listen, comprehend, and take appropriate actions.
C4 Access, organize, and evaluate information.
C5 Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.
C6 Communicate ideas and information effectively using various oral and written forms for a variety of audiences and purposes.

EXPANDED TOPICS FOR COMMUNICATIONS

TOPIC C1: Interpret written material.

C1.01 Read and follow complex written directions.
C1.02 Recognize common words and meanings associated with a variety of occupations.
C1.03 Adjust reading strategy to purpose and type of reading.
C1.04 Use sections of books and reference sources to obtain information.
C1.05 Compare information from multiple sources and check validity.
C1.06 Interpret items and abbreviations used in multiple forms.
C1.07 Interpret short notes, memos, and letters.
C1.08 Comprehend technical words and concepts.
C1.09 Use various reading techniques depending on purpose for reading.
C1.10 Find, read, understand, and use information from printed matter or electronic sources.

TOPIC C2: Interpret visual materials (maps, charts, graphs, tables, etc.).

C2.01 Use visuals in written and in oral presentations.
C2.02 Recognize visual cues to meaning (layout, typography, etc.).
C2.03 Interpret and apply information using visual materials.

TOPIC C3: Listen, comprehend, and take appropriate action.

C3.01 Identify and evaluate orally-presented messages according to purpose.
C3.02 Recognize barriers to effective listening.
C3.03 Recognize how voice inflection changes meaning.
C3.04 Identify speaker signals requiring a response and respond accordingly.
C3.05 Listen attentively and take accurate notes.
C3.06 Use telephone to receive information.

C3.07 Analyze and distinguish information from formal and informal oral presentations.

TOPIC C4: Access, organize, and evaluate information.

C4.01 Distinguish fact from opinion.
C4.02 Use various print and non-print sources for specialized information.
C4.03 Interpret and distinguish between literal and figurative meaning.
C4.04 Interpret written or oral communication in relation to context and writer's point of view.
C4.05 Use relevant sources to gather information for written or oral communication.

TOPIC C5: Use written and/or oral language skills to work cooperatively to solve problems, make decisions, take actions, and reach agreement.

C5.01 Select appropriate words for communication needs.
C5.02 Use reading, writing, listening, and speaking skills to solve problems.
C5.03 Compose inquiries and requests.
C5.04 Write persuasive letters and memos.
C5.05 Edit written reports, letters, memos, and short notes for clarity, correct grammar, and effective sentences.
C5.06 Write logical and understandable statements, phrases, or sentences for filling out forms, for correspondence or reports.
C5.07 Write directions or summaries of processes, mechanisms, events, or concepts.
C5.08 Select and use appropriate formats for presenting reports.
C5.09 Convey information to audiences in writing.
C5.10 Compose technical reports and correspondence that meet accepted standards for written communications.

TOPIC C6: Communicate ideas and information using oral and written forms for a variety of audiences and purposes.

C6.01 Give complex oral instructions.
C6.02 Describe a business or industrial process/mechanism.
C6.03 Participate effectively in group discussions and decision making.
C6.04 Produce effective oral messages utilizing different media.
C6.05 Explore ideas orally with partners.
C6.06 Participate in conversations by volunteering information when appropriate and asking relevant questions when appropriate.
C6.07 Restate or paraphrase a conversation to confirm one's own understanding.
C6.08 Gather and provide information utilizing different media.

C6.09 Prepare and deliver persuasive, descriptive, and demonstrative oral presentations.

RELATED ACADEMIC TOPICS FOR MATHEMATICS

M1 Relate number relationships, number systems, and number theory.
M2 Explore patterns and functions.
M3 Explore algebraic concepts and processes.
M4 Explore the concepts of measurement.
M5 Explore the geometry of one-, two-, and three-dimensions.
M6 Explore concepts of statistics and probability in real world situations.
M7 Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

EXPANDED TOPICS FOR MATHEMATICS

TOPIC M1: Relate number relationships, number systems, and number theory.

M1.01 Understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical problem situations.
M1.02 Develop number sense for whole numbers, fractions, decimals, integers, and rational numbers.
M1.03 Understand and apply ratios, proportions, and percents in a wide variety of situations.
M1.04 Investigate relationships among fractions, decimals, and percents.
M1.05 Compute with whole numbers, fractions, decimals, integers, and rational numbers.
M1.06 Develop, analyze, and explain procedures for computation and techniques for estimations.
M1.07 Select and use an appropriate method for computing from among mental arithmetic, paper-and-pencil, calculator, and computer methods.
M1.08 Use computation, estimation, and proportions to solve problems.
M1.09 Use estimation to check the reasonableness of results.

TOPIC M2: Explore patterns and functions.

M2.01 Describe, extend, analyze, and create a wide variety of patterns.
M2.02 Describe and represent relationships with tables, graphs, and rules.
M2.03 Analyze functional relationships to explain how a change in one quantity results in a change in another.
M2.04 Use patterns and functions to represent and solve problems.
M2.05 Explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations.

M2.06 Use a mathematical idea to further their understanding of other mathematical ideas.
M2.07 Apply mathematical thinking and modeling to solve problems that arise in other disciplines, such as art, music, and business.

TOPIC M3: Explore algebraic concepts and processes.

M3.01 Represent situations and explore the interrelationships of number patterns with tables, graphs, verbal rules, and equations.
M3.02 Analyze tables and graphs to identify properties and relationships and to interpret expressions and equations.
M3.03 Apply algebraic methods to solve a variety of real world and mathematical problems.

TOPIC M4: Explore the concepts of measurement.

M4.01 Estimate, make, and use measurements to describe and compare phenomena.
M4.02 Select appropriate units and tools to measure to the degree of accuracy required in a particular situation.
M4.03 Extend understanding of the concepts of perimeter, area, volume, angle measure, capacity, and weight and mass.
M4.04 Understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.

TOPIC M5: Explore the geometry of one-, two-, and three-dimensions.

M5.01 Identify, describe, compare, and classify geometric figures.
M5.02 Visualize and represent geometric figures with special attention to developing spatial sense.
M5.03 Explore transformations of geometric figures.
M5.04 Understand and apply geometric properties and relationships.
M5.05 Classify figures in terms of congruence and similarity and apply these relationships.

TOPIC M6: Explore the concepts of statistics and probability in real world situations.

M6.01 Systematically collect, organize, and describe data.
M6.02 Construct, read, and interpret tables, charts, and graphs.
M6.03 Develop an appreciation for statistical methods as powerful means for decision making.
M6.04 Make predictions that are based on exponential or theoretical probabilities.

M6.05 Develop an appreciation for the pervasive use of probability in the real world.

TOPIC M7: Apply mathematical methods, concepts, and properties to solve a variety of real-world problems.

M7.01 Use computers and/or calculators to process information for all mathematical situations.
M7.02 Use problem-solving approaches to investigate and understand mathematical content.
M7.03 Formulate problems from situations within and outside mathematics.
M7.04 Generalize solutions and strategies to new problem situations.

RELATED ACADEMIC TOPICS FOR SCIENCE

S1 Explain the Anatomy and Physiology of the human body.
S2 Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.
S3 Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.
S4 Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.
S5 Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.
S6 Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.
S7 Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance, population genetics, the structure and function of DNA, and current applications of DNA technology.
S8 Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

EXPANDED TOPICS FOR SCIENCE

TOPIC S1: Explain the Anatomy and Physiology of the human body.

S1.01 Recognize common terminology and meanings.
S1.02 Explore the relationship of the cell to more complex systems within the body.

S1.03 Summarize the functional anatomy of all the major body systems.
S1.04 Relate the physiology of the major body systems to its corresponding anatomy.
S1.05 Compare and contrast disease transmission and treatment within each organ system.
S1.06 Explore the usage of medical technology as related to human organs and organ systems.
S1.07 Explain the chemical composition of body tissue.

TOPIC S2: Apply the basic biological principles of Plants, Viruses and Monerans, Algae, Protista, and Fungi.

S2.01 Identify the major types and structures of plants, viruses, monera, algae protista, and fungi.
S2.02 Explain sexual and asexual reproduction.
S2.03 Describe the ecological importance of plants as related to the environment.
S2.04 Analyze the physical chemical and behavioral process of a plant.

TOPIC S3: Relate the nine major phyla of the kingdom anomaly according to morphology, anatomy, and physiology.

S3.01 Explain the morphology, anatomy, and physiology of animals.
S3.02 Describe the characteristics, behaviors, and habitats of selected animals.

TOPIC S4: Explore the chemical and physical properties of the earth to include Geology, Meteorology, Oceanography, and the Hydrologic Cycle.

S4.01 Examine minerals and their identification, products of the rock cycle, byproducts of weathering, and the effects of erosion.
S4.02 Relate the Hydrologic Cycle to include groundwater its zones, movement, and composition; surface water systems, deposits, and runoff.
S4.03 Consider the effects of weather and climate on the environment.
S4.04 Examine the composition of seawater; wave, tides, and currents; organisms, environment, and production of food; energy, food and mineral resources of the oceans.

TOPIC S5: Investigate the properties and reactions of matter to include symbols, formulas and nomenclature, chemical equations, gas laws, chemical bonding, acid-base reactions, equilibrium, oxidation-reduction, nuclear chemistry, and organic chemistry.

S5.01 Examine the science of chemistry to include the nature of matter, symbols, formulas and nomenclature, and chemical equations.

S5.02 Identify chemical reactions including precipitation, acids-bases, and reduction-oxidation.
S5.03 Explore the fundamentals of chemical bonding and principles of equilibrium.
S5.04 Relate the behavior of gases.
S5.05 Investigate the structure, reactions, and uses of organic compounds; and investigate nuclear chemistry and radiochemistry.

TOPIC S6: Explore the principles and theories related to motion, mechanics, electricity, magnetism, light energy, thermal energy, wave energy, and nuclear physics.

S6.01 Examine fundamentals of motion of physical bodies and physical dynamics.
S6.02 Explore the concepts and relationships among work, power, and energy.
S6.03 Explore principles, characteristics, and properties of electricity, magnetism, light energy, thermal energy, and wave energy.
S6.04 Identify principles of modern physics related to nuclear physics.

TOPIC S7: Explore the principles of genetic and molecular Biology to include the relationship between traits and patterns of inheritance; population genetics, the structure and function of DNA, and current applications of DNA technology.

S7.01 Examine principles, techniques, and patterns of traits and inheritance in organisms.
S7.02 Apply the concept of population genetics to both microbial and multicellular organism.
S7.03 Identify the structure and function of DNA and the uses of DNA technology in science, industry, and society.

TOPIC S8: Apply concepts related to the scientific process and method to include safety procedures for classroom and laboratory; use and care of scientific equipment; interrelationships between science, technology and society; and effective communication of scientific results in oral, written, and graphic form.

S8.01 Apply the components of scientific processes and methods in classroom and laboratory investigations.
S8.02 Observe and practice safe procedures in the classroom and laboratory.
S8.03 Demonstrate proper use and care for scientific equipment.
S8.04 Investigate science careers, and advances in technology.
S8.05 Communicate results of scientific investigations in oral, written, and graphic form.

APPENDIX B:

WORKPLACE SKILLS

APPENDIX B
WORKPLACE SKILLS FOR THE 21ST CENTURY

WP1 Allocates resources (time, money, materials and facilities, and human resources).

WP2 Acquires, evaluates, organizes and maintains, and interprets/communicates information, including the use of computers.

WP3 Practices interpersonal skills related to careers including team member participation, teaching other people, serving clients/customers, exercising leadership, negotiation, and working with culturally diverse.

WP4 Applies systems concept including basic understanding, monitoring and correction system performance, and designing and improving systems.

WP5 Selects, applies, and maintains/troubleshoots technology.

WP6 Employs thinking skills including creative thinking, decision making, problem solving, reasoning, and knowing how to learn.

APPENDIX C:

STUDENT COMPETENCY PROFILE

STUDENT COMPETENCY PROFILE

Student: _____

This record is intended to serve as a method of noting student achievement of the competencies in each course. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the program

In the blank before each competency, place the date on which the student mastered the competency.

Child Care Profession (CDT 1114)

_____ 1. Explain the CDT program philosophy and policies.
_____ 2. Use systematic approach to observing and recording child behavior.
_____ 3. Discuss early childhood education and child care movements to include history, theories, and practice.
_____ 4. Explain and describe types of child care services and employment opportunities.
_____ 5. Identify opportunities for professional growth.

Art for Preschool Children (CDT 1313)

_____ 1. Discuss the stages of art development in young children.
_____ 2. Identify ways teachers promote creativity in young children.
_____ 3. Apply strategies and techniques for designing visual teaching aids.
_____ 4. Integrate the cognitive developmentally appropriate experiences in representation.

Infant and Toddler Development (CDT 1214)

_____ 1. Identify the cognitive, physical, emotional, and social developmental characteristics of the child, from birth to 36 months.
_____ 2. Analyze the responsibilities of the care giver role.
_____ 3. Plan an infant/toddler curriculum.

Music/Movement for Preschool Children (CDT 1323)

_____ 1. Describe the stages of development of the young child in the areas of listening, singing, and movement.
_____ 2. Examine the importance of music and movement experiences.
_____ 3. Integrate the cognitive developmentally appropriate experiences in spatial relationships with music and movement.

Child Growth and Development (CDT 1224)

_____ 1. Identify the cognitive, physical, emotional, and social developmental characteristics of children ages three through five.
_____ 2. Assess a child's physical, social, emotional, and intellectual progress using a developmental checklist.

Child Nutrition and Health Care (CDT 1514)

_____ 1. Describe the interrelationships of health, safety, and nutrition.
_____ 2. Define common communicable diseases.
_____ 3. Develop a safe environment for young children.
_____ 4. Differentiate among areas of child abuse and describe actions a care giver should take in a case of suspected child abuse.
_____ 5. Assist children in developing attitudes and nutritional habits that will be an asset for a lifetime.

Language Arts for Preschool Children (CDT 1333)

_____ 1. Explain how language is acquired.
_____ 2. Examine the four areas of Language Arts including listening, speaking, writing, and reading.
_____ 3. Integrate the cognitive developmentally appropriate experiences in representation and language within the four areas of language arts.

Guiding Social and Emotional Behavior (CDT 2233)

_____ 1. Discuss social and emotional development of young children.
_____ 2. Identify guidance techniques for teaching children decision-making skills.
_____ 3. Integrate the developmentally appropriate experiences in social and emotional development.

Methods and Materials (CDT 2613)

_____ 1. Develop an organized schedule of activities in a group care setting.
_____ 2. Design a physical environment for young children in group care setting.
_____ 3. Examine various commercial curricula for young children.

Technical Practicum I (CDT 2915)

_____ 1. Plan and implement developmentally appropriate art activities for young children.
_____ 2. Plan and implement developmentally appropriate language arts activities for young children.
_____ 3. Plan and implement developmentally appropriate health activities for young children.
_____ 4. Plan and implement developmentally appropriate music and movement activities for young children.
_____ 5. Plan and implement developmentally appropriate math/science/social studies activities for young children.
_____ 6. Plan and implement activities for different time blocks in the daily routine.
_____ 7. Plan and implement an activity for each of the following learning centers: blocks, dramatic play, and discovery (sand/water) construction.
_____ 8. Demonstrate child care management skills.
_____ 9. Plan and implement a video presentation using a developmentally appropriate activity.

Atypical Child Development (CDT 2413)

_____ 1. Study the cognitive, physical, emotional, and social developmental characteristics of atypical young children.
_____ 2. Study a child's physical, social, emotional, and intellectual progress using a developmental screening tool.
_____ 3. Discuss appropriate methods of instruction and intervention strategies to support the development of young children.
_____ 4. Compile a resource file of community resources.
_____ 5. Discuss knowledge and skills in assisting and allowing families to be effective participants in their young child's development.

Technical Practicum II (CDT 2925)

_____ 1. Plan and implement developmentally appropriate art activities for young children.
_____ 2. Plan and implement developmentally appropriate language arts activities for young children.
_____ 3. Plan and implement developmentally appropriate health activities for young children.
_____ 4. Plan and implement developmentally appropriate music and movement activities for young children.

_____ 5. Plan and implement developmentally appropriate math/science/social studies activities for young children.
_____ 6. Plan and implement activities for different time blocks in the daily routine.
_____ 7. Plan and implement an activity for each of the following learning centers: blocks, dramatic play, and discovery (sand/water) construction.
_____ 8. Demonstrate child care management skills.
_____ 9. Plan and implement a video presentation using a developmentally appropriate activity.

Social Studies, Math, and Science for the Preschool Children (CDT 2713)

_____ 1. Discuss the importance of developmentally appropriate social studies experiences in a classroom setting for young children.
_____ 2. Discuss the importance of developmentally appropriate math experiences in the classroom for young children.
_____ 3. Discuss the importance of developmentally appropriate science experiences in a classroom setting for young children.
_____ 4. Integrate the cognitive developmentally appropriate experiences in classification, seriation, number, spatial relations, and temporal relationships.

Administration of Preschool Programs (CDT 2813)

_____ 1. Assess employability skills.
_____ 2. Develop and administer the child care center.
_____ 3. Explore funding sources and other resources.